**February 22-23**

**Days 1-2**

**Objective:**

The students will be introduced to the final stage of their Senior Project.

**Activity:**

1. Introduce the unit and explain the scope of the project. Show sample(s) and answer questions.

**Assessment:**

Formative-Teacher Observation

**Homework:**

None

**February 24- March 2**

**Days 3-8**

**Objective:**

The students will interview an expert in their field.

**Activity:**

One of the best ways to gather information for your Senior Project (both field work and research) is to talk with people working in the profession, academic discipline, or community service field you are exploring. This process is called ***informational* or *research interviewing****.* An informational interview is an interview that **you** conduct.

This interview will consist of three basic parts:

* I)  Introduction: Sets the scene and clarifies your goals.
* II)  Body: At least 6 questions and answers directly quoted or paraphrased. You may not summarize answers.  **EX: Q**- “Yes you can change your major; in fact, the average college student changes majors 2.1 times. The major that you picked colleges use more as a guideline for what you want to do at their school.” **EX: P-** Mr. Ralph explained that majors give the college an idea of a student’s plan for their coursework, but it is possible to change one’s major; in fact, many students change their major more than once.
* III)  Conclusion: Summarizes your findings and reflects on the success of the encounter.

Although you should prepare more questions, at least 6 should appear in your write-up and should evidence 20-30 minutes of conversation. (If your interview lasts longer than 30 minutes and you want to receive credit for more than 30 minutes on your timesheet, the length of the typed interview should reflect this).

This is a graded assignment, yet the purpose for the interview goes beyond the write-up. Gaining knowledge for your task, getting comfortable with your mentor, practicing interpersonal skills, and gaining data for your research assignment should all be goals for these interactions. Though **we highly recommend in-person, one-on-one interviews**; some may be conducted by phone when safety or distance is an issue. **Interviews cannot be conducted via email**.

Your interview will also be included as a source for your Annotated Bibliography, so don’t wait until the last minute!

**STEPS TO FOLLOW**

**1. Identify Specific People to Interview**

Start with a list of people outside of your family you already know – neighbors, co-workers, supervisors, and your mentor. You may contact an organization, school, or business directly and ask for the name of a person who would be willing to be interviewed for your project. You may interview your mentor, or you may interview another professional.

**2. Arrange the Interview**

Once you have identified the people you want to interview, you must contact each individual to set up an appointment. You can make this contact by telephone or email. If you do not get a response within 2 days, you should attempt to contact another expert in that field.

Make sure you clarify your purpose to the person you will be interviewing and conduct yourself professionally, which includes allowing plenty of notice.

Conducting an Informational One-On-One Interview

**3. Prepare for the Interview**

Read all you can about the person you are interviewing – and the field that he or she works in – prior to the interview. Decide what specific information you are seeking. Prepare a list of questions that you would like to have answered, asking the most important questions first. Go online to view sample questions.

**4. Conduct the Interview**

Dress appropriately, arrive on time, and be polite and professional. Be prepared to spend a minimum of 20- 30 minutes, and perhaps more. Refer to your list of prepared questions; stay “on track,” but allow time for spontaneous discussion or questions not a part of your original list. Sometimes the best discussions have a life of their own. Sticking strictly to your prepared list of questions could deny you that valuable experience. Before leaving, ask the interviewee to suggest the names of others who might be able to provide information for your Senior Project; ask permission to use your interviewee’s name when contacting them. You may also want to let your interviewee know that you will be referencing this information in a documented paper or oral presentation.

If you hope to record the conversation, be sure to ask permission first. Take notes (even if you are taping) of everything said in the interview. Plan enough material to keep the interview moving if the interviewee is quiet or gives short answers. Be willing to re-focus the conversation if need be. Feel free to ask your subject to repeat an idea so you can quote it directly. Don’t be afraid to pause to express an idea succinctly.

**Follow Up**

Don’t lose your **hand-written or typed notes; they need to be included in your Senior Project Oct/Nov Check Up!**Complete the write up of your interview. Don’t wait or you will start to forget details! **Within a week, be sure to send a thank you note to each person you interview.** As a courtesy, you may want to send a transcript or write-up to the individual interviewed.

**Assessment:**

Formative-Teacher Observation

**Homework:**

Work on your interview questions.

**March 3-March 9**

**Days 9-13**

Objective:

The students will create an Annotated Bibliography.

**Activity:**

**Senior Project Research Assignment: Annotated Bibliography**

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) the researcher has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually only includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the

sources (from OWL Purdue: http://owl.english.purdue.edu/owl/resource/614/1/).

**Your Annotated Bibliography:**

Will cite 8 sources, including:

o At least 4 database sources from at least 2 different databases

o 1 non-database article or website

o 1 multimedia source (e.g. video, picture)

o Personal interview (conducted with your mentor or professional contact)

* For each source you will include the bibliographical citation and an annotation
* You will include at least ONE source from each of the research categories below:

|  |  |  |
| --- | --- | --- |
| **Background Information** | **Primary Source** | **Societal Relevance** |
| -Bio of an expert -Definition of problem/issue -Impact on society thus far | -Expert testimony, how to, advice -Interview -Original document (diary, speech, letter, autobiography) -News or video footage | -Related or controversial issues -Future impact of activity, topic, issue  -Why do/should people care/write about this? |

**Each annotation will include**: • Summary

o The main argument, and the author’s purpose and technique (essentially, an abbreviated précis)

• Assessment/Evaluation

o Is this source reliable? Does it have a bias? Does it provide useful information? If not, why?

• Reflection

o How does this fit into your research? How does it help you? Has it changed how you think about your topic? If so, in what way?

**Assessment:**

Summative assessment of bibliography

**Homework:**

Work on annotated bibliography

**March 14**

**Day 14**

**Objective:**

Students will demonstrate comprehension by paraphrasing facts from informational texts.

**Activity:**

I will model reading a research topic from a journal article and show the difference between plagiarizing, summarizing and paraphrasing.

Explain the following:

**How do I paraphrase?**  
**Whenever you paraphrase, remember these two points:**  
1. You must provide a reference.  
2. The paraphrase must be entirely in your own words. You must do more than merely substitute phrases here and there. You must also completely alter the sentence structure.

**It can be difficult to find new words for an idea that is already well expressed. The following strategy will make the job of paraphrasing a lot easier:**  
1. When you are at the note-taking stage, and you come across a passage that may be useful for your essay, do not copy the passage verbatim unless you think you will want to quote it.  
2. If you think you will want to paraphrase the passage, make a note only of the author's basic point. You don't even need to use full sentences.  
3. In your note, you should already be translating the language of the original into your own words. What matters is that you capture the original idea.  
4. Make sure to include the page number of the original passage so that you can make a proper reference later on.

**When it comes time to write the paper, rely on your notes rather than on the author's work. You will find it much easier to avoid borrowing from the original passage because you will not have recently seen it. Follow this simple sequence:**  
1. Convert the ideas from your notes into full sentences.  
2. Provide a reference.  
3. Go back to the original to ensure that (a) your paraphrase is accurate and (b) you have truly said things in your own words.

**March 15-21**

**Days 15-20**

**Objective:**

The students will create 10 paraphrases for each aspect.

**Activity:**

Paraphrase Creation

Assessment:

Formative Assessment-Teacher Observation

Homework:

Work on paraphrases.

March 21-April; 8

Objective:

The students will gather information; cite sources in MLA style; develop a thesis statement, outline, and paragraphs; and create a research paper with references.

**Activity:**

The students will work on career research paper..

**Assessment:**

Summative-Paper Rubric

**Homework:**

Work on paper

**April 11-April 15**

**Objective:**

The student will work on presentations.

**Activity:**

Create presentations

**Assessment:**

Rubric-Summative

**Homework:**

Prepare presentations

**April 18-May 3**

**Objective:**

The students will present their senior projects.

**Activity**

Senior Presentations

**Assessment:**

Rubric-Summative

**Homework:**

None